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ABSTRACT

Written primarily for special needs students in the exploratory phase of a vocational program in food services, this activity book employs basic content material of the food service trade to serve as a vehicle for developing reading and language skills. Each lesson follows a similar format. The lesson is introduced by an illustration and a list of key words found in the reading selection which follows. Each reading selection is followed by short answer questions (getting the main idea, getting the meaning from the context), true-false questions, sentences to complete, vocabulary-spelling exercises, and a word puzzle. The titles of the lessons are A New School; A New Shop; What to Wear; Clean Hands, Please; Setting the Table: What to Use; Dishes and Glassware: How to Hold; What Is Flatware?; How a Table Is Set; Kitchen Work; Kinds of Foods; Large Kitchen Equipment; and Small Kitchen Equipment. (The last two lessons include a number of illustrations.) (LMS)

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Department of Education
Division of Vocational Education

FOOD SERVICES
READING AND LANGUAGE ACTIVITIES

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William A. Kessman, Instructor

Neal B. Perkins, Superintendent
Bergen County Vocational School
Paramus, New Jersey

Vocational–Technical
Curriculum Laboratory
Rutgers – The State University
Building 4103 – Kilmer Campus
New Brunswick, New Jersey

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TO THE TEACHER

This **Food Service—Reading and Language Activity Book** has been written primarily for special needs students in the exploratory phase of a vocational program in food services. The book employs basic content material of the food service trade and serves as a vehicle for developing reading and language skills.

Generally, the lessons follow an orderly sequence. However, it is not imperative that they be presented in the order given. It is suggested that an appropriate lesson choice should complement and reinforce the actual shop activity on a given day. For example, if a student is learning how to set a table, the reading lesson relating to that job skill would be the one of choice. The intention here is to refine the basic skills of reading comprehension, vocabulary building, spelling, word usage, and word recognition while relating these skills to some of the information an exploratory student in a food service program must know.

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A NEW SCHOOL

Key Words

cafeteria
food services
nervous
permanently
schedule
several
vocational

It was Jim Nelson's first day at the new Best County **Vocational** School. Jim felt **nervous**. He sat down with the other new students in homeroom 113. Jim had not been doing very well in school for the past **several** years. He had failed both English and Math. He had gone to many other schools. None of them met his needs. B.C.V.S. was the first vocational school he had ever been to. Jim hoped that this new school would help him more than the others had. Two of his friends from his old school had already spent one year at B.C.V.S. They told Jim it was the best school they had ever been to.

Mr. Parker, the homeroom teacher, began to read the names of the students in the room. Jim called, "Here!" when he heard his name read. After this Mr. Parker passed out the **schedule** cards to the students. All the new students would spend one week in each of the school's shops. This would help the students decide which shop was the best for them. After seven to eight weeks they would be placed in one of the shops **permanently**.

Jim had done some work in the **cafeteria** at his old school. He had washed dishes, cleaned tables, and stacked supplies. He hoped to get **food services** as his permanent shop.

Soon the bell rang. The students passed to their first period class. The students in homeroom 113 left their seats and walked out of the classroom.

* * * * * * * *

I. Getting the Main Idea

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

1. _____ Jim became a food services student.

2. _____ Jim spent his first day at the Best County Vocational School.

3. _____ Jim wanted to quit school.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Jim Nelson was going to a **vocational** school to learn a trade.

   _____ a. having to do with a holiday
   _____ b. having to do with a job
   _____ c. having to do with a vacation

2. Jim felt **nervous** and shaky the first day of school.

_____ a. very much at ease
_____ b. sure of himself
_____ c. not at ease and not sure of himself

3. He went to **several** different schools before.

_____ a. more than three
_____ b. old
_____ c. new

4. Jim read his **schedule** card to find out what his period class was.

_____ a. a listing of telephone numbers
_____ b. a listing of students' names
_____ c. a listing of classes with room numbers

5. He hoped to be placed in the shop class **permanently**.

_____ a. not changing
_____ b. for two weeks
_____ c. for one month

6. He had cleaned the tables in the **cafeteria** at his old school.

_____ a. a room where movies are shown
_____ b. a room where food is served and eaten
_____ c. a room where basketball is played

7. In the **food services** shop Jim would make salads, wash dishes, and clean tables.

_____ a. eating food

_____ b. all the work that has to do with making and serving food

_____ c. housework

III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____ 1. Jim Nelson was nervous on his first day at B.C.V.S.

_____ 2. Jim had gone to several other vocational schools before.

_____ 3. Jim had done well in the other schools he had been to.

_____ 4. The other schools Jim had gone to really seemed to help him a lot.

_____ 5. Mr. Parker passed out schedule cards to the students.

_____ 6. The new students would spend two weeks in each shop.

_____ 7. Jim wanted to take building maintenance as his permanent shop.

_____ 8. Mr. Parker was Jim's homeroom teacher.

_____ 9. Jim had done some work in the cafeteria at his old school.

_____ 10. Jim had two friends that liked B.C.V.S.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

cafeteria	schedule
food services	several
nervous	vocational
permanently	

1. Jim Nelson felt _____ as he took a seat in homeroom 113.

2. He had not been doing very well in school for the past _____ years.

3. This was the first _____ school Jim had ever gone to.

4. He hoped to be placed in the _____ _____ shop.

5. Jim had done some work in his old school's _____.

6. Mr. Parker passed out the _____ cards to his students.

7. The new students would be placed in one of the shops _____ after 7 or 8 weeks.

V. Vocabulary–Spelling

Directions: Fill in the missing letters in the following words from the story.

1. s ____ ____ e d ____ l ____

2. c ____ f ____ t ____ r ____ a

3. ____ e ____ v ____ ____ s

4. vo ____ a ____ ____ ____ ____ a l

5. s ____ v ____ r ____ ____

6. p ____ ____ m ____ n ____ ____ ____ ly

7. f ____ ____ d s ____ ____ v ____ ____ ____ s

VI. Word-Find Puzzle

Directions: Find the following words in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant. The first word has been found for you.

Words To Find in Puzzle

cafeteria	schedule
food services	several
nervous	vocational
permanently	

P	O	N	D	Z	H	D	F	T	V	R	C
O	E	E	I	T	J	T	O	S	O	O	E
G	I	R	L	E	R	A	C	T	C	E	U
M	B	V	M	S	P	H	N	A	A	R	L
S	E	O	B	A	E	V	F	Q	T	H	Y
R	P	U	X	D	N	E	A	U	I	N	E
N	L	S	U	L	T	E	L	J	O	W	S
X	G	L	A	E	S	G	N	N	N	V	K
P	E	U	R	C	A	C	O	T	A	Y	E
O	N	I	S	E	V	E	R	A	L	P	L
N	A	B	K	Y	C	M	O	H	T	Y	A
F	O	O	D	S	E	R	V	I	C	E	S
I	V	X	B	J	D	F	B	A	U	X	T

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

A NEW SHOP

Key Words

cafeteria
dining room
kitchen
prepare
serve
trained

Jim Nelson tried out all the shops at Best County Vocational School. He was placed in the Food Services shop permanently. His teacher's name was Mr. Davis. Jim was very happy to be in Mr. Davis's shop class. He had hoped to be **trained** as a food service worker. There were seven other students in Jim's shop class. Some were boys and some were girls.

Mr. Davis told the students why a food service worker has an important job. "Everyone needs to eat. Someone needs to make the food and **serve** the food. This is the work of the food service worker," he said.

"To make food ready for people to eat is to **prepare** food," Mr. Davis explained. "You will help to prepare food. You will put food on dishes. The room where food is prepared is the **kitchen**."

Jim listened quietly to Mr. Davis as he went on.

"To put food on the table for someone to eat is to **serve** food," he said. "You will serve food to people when they are ready to eat. The place where food is served and eaten is called the **cafeteria** or **dining room**."

Jim remembered working in the cafeteria at his old school. He liked the work he did there.

Mr. Davis told his students, "The food service worker also sets tables. This must be done neatly. Be sure everything is on the tables."

Jim set the table at home once in a while. He was not always sure where everything went. He was glad to learn how to do this.

"When everyone is done eating, the food service worker takes the dirty dishes off the tables," Mr. Davis went on. "Then the tables must be washed and dried."

Mr. Davis explained to his students that it was important to do these things well. The students would practice them again and again.

* * * * * * * * *

I. Getting the Main Idea

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____ 1. Jim Nelson learned what work a food service worker must do.

_____ 2. Jim Nelson learned how to serve food.

_____ 3. Mr. Davis showed his students how to wash dishes.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Jim wanted to be **trained** as a food service worker.

   _____a. punished

   _____b. walked

   _____c. taught skills for a job

2. A food service worker must **prepare** food for people.

   _____a. make ready

   _____b. clean up

   _____c. throw out

3. Mr. Davis made lunch in the **kitchen.**

_____a. a small box where food is kept

_____b. a place where food is bought

_____c. a room where food is cooked and put on dishes

4. The students set the tables in the **dining room.**

_____a. a place where food is served and eaten

_____b. a place where food is prepared

_____c. a place where food is kept

5. Jim Nelson learned how to **serve** food to people.

_____a. cook

_____b. bake

_____c. put food on the table for someone to eat

III. **True or False**

Directions: Tell whether the following statements are true or false. Label each either T or F.

_____ 1. Jim Nelson was placed in the Food Services shop permanently.

_____ 2. Jim was not very happy to be in Mr. Davis's class.

_____ 3. Jim did not want to be trained as a food service worker.

_____ 4. Mr. Davis told his students why a food service worker is important.

_____ 5. To prepare food means to get it ready for people to eat.

_____ 6. A food service student learns how to serve food.

_____ 7. The dining room is where food is cooked.

_____ 8. A food service worker does not set tables.

_____ 9. Jim set the table at home once in a while.

_____ 10. A food service worker takes dirty dishes off tables.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

cafeteria	prepare
dining room	serve
kitchen	trained

1. To make food ready to eat is to _____ food.

2. The _____ and _____ _____ are two places where food is eaten.

3. The place where food is prepared is called the _____.

4. Jim Nelson wanted to be _____ as a food service worker.

5. _____ means to put food on the table for someone to eat.

V. **Find the Missing Letters**

Directions: Below are the words you have been learning, but some of the letters are missing. You are to print the letters in the empty spaces.

1. t r ___ ___ ___ e d

2. k ___ t ___ ___ e n

3. s ___ ___ v ___

4. p ___ ___ p ___ r ___

5. d ___ n ___ ___ ___ r ___ ___ m

6. c ___ ___ e t ___ ___ i a

VI. **Word–Find Puzzle**

Directions: Find the following words hidden in the puzzle. Draw a circle around each. They may be going across, down or on a slant.

Words to Find in Puzzle

trained	kitchen
serve	cafeteria
prepare	dining room

J M E S N I R D T D E F
R P D N Q U Z I P Z E Y
M O P T R A I N E D L K
R N R Y A V M I R E F A
E L E D I S B N C D O U
H P P O N T E G N I Z P
E C A F E T E R I A K S
S A R C O N K O V M S H
O T E A D I E O L E N K
A U B L T R I M T L T N
A C O C U W S S P T I A
S B H B M P E T O S I R
T E R Y L A D P C A H C
N F W X E F R S J B U P

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

WHAT TO WEAR

KEY WORDS:	apron	hairnet	uniform

Mr. Davis, the Food Services teacher, told his students how they should dress for shop.

"All food service workers must be very clean and neat," he said. "Before you begin working, you must put on a clean **uniform.** The boys should wear a white shirt and white pants. The girls should wear a white dress. A uniform is worn only at work. It must always be clean and neat."

Jim and the other shop students listened as Mr. Davis continued.

"Another item you must wear is a **hairnet** or hat. A hairnet is worn over your hair. It keeps hair from falling in the food."

"You must also wear a clean **apron** over your uniform," said Mr. Davis. "An apron helps keep your uniform clean. If your apron gets dirty, you should put on a clean one."

* * * * * * * * *

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

1. _____ Mr. Davis told his students how to wear an apron.
2. _____ Mr. Davis told his students how to comb their hair.
3. _____ Mr. Davis told his students how a food service worker should dress.

II. Getting the Meaning from the Context

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. The food service worker wears a clean, white **uniform** on the job.

   _____ a. certain clothes worn only at work
   _____ b. a type of pan
   _____ c. handkerchief

2. You should always wear a **hairnet** when you prepare food.

   _____ a. a net used for making tuna fish
   _____ b. a raincoat
   _____ c. a net worn over your hair to keep it in place

3. An **apron** keeps the food service worker's clothes clean.

   _____ a. a brush used in the kitchen
   _____ b. something worn over the front of your clothes to keep them clean
   _____ c. a type of whisk broom

III. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

apron

hairnet

uniform

1. She wears a _____ to keep her hair out of the food.

2. The clothing you wear only at work is called a _____.

3. An _____ helps to keep your clothing clean.

IV. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. _____ p _____ _____ n

2. h _____ _____ _____ n _____ t

3. _____ _____ i f _____ _____ m

V. **Word–Find Puzzle**

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words To Find In Puzzle

apron
hairnet
uniform

I	E	T	O	F	N	W	R	M	E
O	A	R	S	L	E	L	E	U	P
E	C	C	D	U	N	T	N	D	R
H	T	G	I	W	E	I	T	S	N
L	A	R	N	R	F	Z	A	L	B
Y	S	I	K	O	Z	J	P	T	Z
N	J	U	R	A	H	S	R	B	O
R	A	M	E	N	T	F	O	M	A
T	O	S	P	O	E	V	N	N	I
U	L	K	M	B	S	T	I	T	C

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

CLEAN HANDS, PLEASE

KEY WORDS:	paper towel	rinse	sink

"Food Service workers must have clean hands," Mr. Davis told his students. "They touch food as they work. Other people eat this food. You, too, must have clean hands. Before you start working, you should wash your hands like this."

Mr. Davis went to the **sink**. Jim Nelson and the other food service students watched.

"First, wet your hands like this," he said. "Use very hot water."

"Second, rub soap on your hands. Be sure to get soap under your fingernails and between your fingers."

"Third, make sure you use running water. Do not fill the sink with water. Use a brush to clean dirt spots that do not come off."

"Fourth, rub your hands together, back and forth and around and around," Mr. Davis showed his students. "Wash all the way up to your elbows."

"Put your fingers together and rub back and forth. Then rinse your hands well under the running water."

"Lastly, dry your hands well with a paper towel."

Jim Nelson and the other students then washed their hands. They were now ready to start work.

* * * * * * * * *

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

1. _____ Jim Nelson learned the best way to cut his fingernails.

2. _____ Mr. Davis showed Jim and the other students how to wash their hands.

3. _____ The students learned how to make a lunch.

II. **Getting the Meaning from the Context**

Directions: Read each sentence carefully. Pay close attention to the dark word(s). There are three meanings after each sentence. Put an X next to the best meaning for the dark word(s).

1. He washed his hands in the **sink**

   _____ a. shop

   _____ b. a basin that has running water and a drain

   _____ c. a dishpan

2. Mr. Davis had to then **rinse** the soap off his hands.

   _____ a. scrub

   _____ b. scrape

   _____ c. wash off with water

3. He dried his hands with a **paper towel.**

_____a. a piece of special paper used for drying

_____b. newspaper

_____c. dish rag

III. **Find the Right Order**

Directions: Below are listed all the steps that the students followed in washing their hands. They are all mixed up. Put them in the right order by writing the letter on the blank line next to the correct step no. The first one has been done to get you started.

		Step No.
A.	Rub soap on hands.	
B.	Dry hands with a paper towel.	1. D
C.	Use a brush to clean dirt spots that do not come off.	2. _____
D.	Wet hands with very hot water.	3. _____
E.	Rinse hands well under running water.	4. _____
F.	Rub hands together, back and forth and around and around.	5. _____
		6. _____

IV. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. Use cold water to wash your hands.

_____2. You should put soap under your fingernails when washing your hands.

_____3. The sink should be filled with water.

_____4. You should wash all the way up to your elbows.

_____5. The food service students washed their hands before starting work.

_____6. Use a cloth to clean dirt spots that are hard to get off.

_____7. Rinse your hands with soap and water.

_____8. Dry your hands with a paper towel.

_____9. A food service worker must have clean hands.

_____10. Use running water to rinse your hands.

V. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. _____ a _____ _____ r t _____ _____ el

2. _____ in _____ e

3. _____ in _____

VI. **Word–Find Puzzle**

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words to Find in Puzzle

paper towel rinse sink

R I W S C A U D L M S L
G T P O E G L I S N T E
C L N A O D S O I F E A
A C E G P I J H N F D B
K M O Q U E Z S K P N L
D C I N R P R Y A O T I
S O E A Y I P T G R P A
F N R A N L S I O N G I
J I E S R P E Y L W N M
C F E R A E B I O T E A
R C T H G V C I N K O L

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

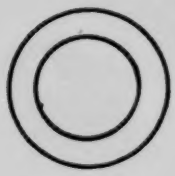
SETTING THE TABLE: WHAT TO USE

KEY WORDS:	dishes	mealtime	saucer
	glassware	platter	

One of the first jobs that Jim Nelson learned was how to set a table. First, though, he had to learn the names of the **dishes** and **glassware** used. Mr. Davis showed Jim and the other students the different kinds of dishes.

"When we speak of dishes, we mean all the plates, cups, bowls, and platters used at the table," said Mr. Davis. "The dishes are kept in the kitchen. They must be brought to the dining room at **mealtime**. Let's look at the dishes we will use."

Dinner Plate



Bread and Butter Plate
or
Salad Plate

Saucer

Dessert Dish
or
Vegetable Dish

Sherbet Dish

Cup

Platter

Bowl

"We also need **glassware** to set the table," explained Mr. Davis. "Glassware is all the glasses used at the table. We use two sizes of glasses. A large glass is used for milk or water. A small glass is used for juice. Glassware is kept in the kitchen. It is brought into the dining room when we set the table."

Milk or Water Glass

Juice Glass

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Jim Nelson and the other shop students learned the names of dishes and glassware used to set the table.

_____2. Mr. Davis explained how to make a salad.

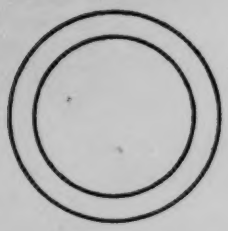
_____3. Mr. Davis told his students how to wash glassware.

II. **What Is Its Name?**

Directions: Dishes and glassware used to set the table are shown on the next page. Write the name of each on the lines given, using the word list.

Word List

bread and butter plate	dinner plate
platter	sherbet dish
cup	juice glass
saucer	dish or vegetable dish
bowl	milk or water glass



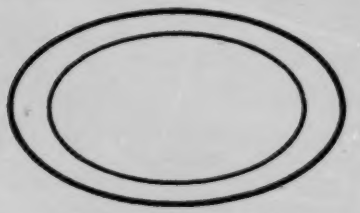
1. _____

_____

2. _____

3. _____

_____



4. _____

5. _____

_____

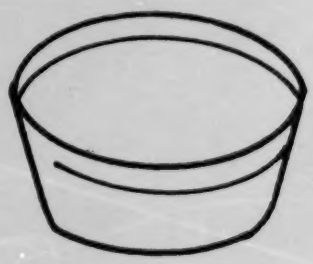
6. _____

_____

7. _____

_____

8. _____



9. _____

10. _____

_____

III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. A dessert dish is also used for vegetables.

_____2. A bread and butter plate is placed under a cup.

_____3. Glassware means all the glasses we use at the table.

_____4. A platter is a large plate used for serving food.

_____5. A salad plate is the same as a bread and butter plate.

_____6. A saucer is usually placed under a cup.

_____7. A large glass is usually used for juice.

_____8. A small glass is used for milk or water.

_____9. Dishes and glassware are kept in the kitchen.

_____10. One of the first jobs Jim learned was setting a table.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

dishes
glassware
mealtime
platter
saucer

1. A _____ is a large plate used for serving food.

2. A table is set at _____.

3. A _____ is placed under a cup.

4. All the glasses used at the table are called _____.

5. _____ are all the plates, cups, bowls, and platters used at the table.

V. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. m _____ _____ l _____ i _____ e

2. d i _____ _____ _____ s

3. _____ _____ a t _____ _____ r

4. g l _____ _____ _____ w a _____ _____

5. s _____ _____ c e _____

VI. Word–Find Puzzle

Directions: Find the following words in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant.

Words to Find in Puzzle

dishes	glassware	mealtime	platter	saucer
dessert	bowl	cup	plate	

J A D I T C L Y P N E G
O T P J L E A T T C N L
B C H L P L C J A V H A
O D I S A U C E R W P S
W H T R P T L P L L V S
L J D I U C E B A G U W
T T I F J P R T Y U I A
D E S S E R T D H A E R
N B H E M E A L T I M E
A D E B R R C N O A R N
T M S R Z H L T A A S A

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

DISHES AND GLASSWARE: HOW TO HOLD

KEY WORDS:	correctly
	surfaces
	handles
	edges
	sanitary

After learning the names of the different kinds of dishes and glassware, Jim learned how to hold them **correctly**. Mr. Davis explained to his students certain rules for doing this.

"Plates and platters are held by the sides," he said. "You should never put your thumb or fingers on the surfaces."

Mr. Davis picked up a plate correctly to show his students.

"You should pick up cups by the **handles**," he told his students. "Never put your fingers inside the cup. This is not **sanitary**."

"Bowls should be held by the sides. It is important to keep your fingers out of the bowl."

"You should carry glassware by the bottom," Mr. Davis said. "Never stack glasses. Never hold glasses by the top edges. This is not sanitary. Someone will put the top edge in his mouth to drink from the glass."

Jim Nelson could see why it was important to hold dishes and glassware correctly. By following the rules that Mr. Davis explained, dishes and glassware could be kept clean.

• • • • • • • • •

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Mr. Davis showed his students how to stack glassware.

_____2. Mr. Davis explained rules for holding dishes and glassware.

_____3. Mr. Davis showed his students how to wash dishes and glassware.

II. **Getting the Meaning from the Context**

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Jim held the platter **correctly.**

   _____ a. the right way

   _____ b. upside down

   _____ c. the wrong way

2. Do not put your fingers on the eating **surface** of the plate.

   _____ a. the rim

   _____ b. the handle

   _____ c. the flat side of the plate where the food is placed

3. He held the cups by the **handles.**

_____ a. the parts that stick out so something can be held

_____ b. the sides

_____ c. the insides

4. You should not put your fingers on the top **edge** of a glass.

_____ a. side

_____ b. the top rim

_____ c. corner

5. It is not **sanitary** to put your fingers inside the bowl.

_____ a. proper

_____ b. nice

_____ c. clean and germ free

III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. You should put your fingers on the surfaces of plates.

_____2. Mr. Davis showed his students how to hold dishes and glassware correctly.

_____3. Glassware should be held by the bottom.

4. Bowls should be held by the insides.

5. Glasses should always be stacked.

6. Hold cups by the handles.

7. It is not sanitary to put your fingers inside a cup.

8. Jim knew it was not important to follow the rules Mr. Davis explained.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

correctly	sanitary
edges	surfaces
handles	

1. Jim Nelson held the cups by the _____.

2. Do not put your fingers on the top _____ of the glasses.

3. He knew not to put his fingers on the eating _____ of the plates.

4. It isn't _____ to put your fingers inside the cup.

5. Jim held dishes and glassware _____.

V. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. e ____ g ____ s

2. h ____ ____ ____ l e ____

3. ____ a n ____ t ____ r ____

4. ____ o r ____ e ____ t ____ ____

5. s ____ ____ f ____ ____ e s

VI. **Word–Find Puzzle**

Directions: Find the following words in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant.

Words to Find in Puzzle

correctly edges handles sanitary surfaces

L C A F N E O V G U P I
S E I T I V I T C A H U
E C N S A N E T N A I R
N A O U M S S E N K B A
R M S R W A K D F D R S
J F K F R H L H J E A C
G F R A M E N T C N W M
W R P C S G C B I B A K
E D G E S O C T C U P A
T A L S N O A D L E V L
O I M N P R O R T Y E P
G A B R Y D M E J O E O

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list.

WHAT IS FLATWARE?

KEY WORDS:	dessert fork	serving spoon
	dinner fork	silverware
	flatware	soup spoon
	knife	tablespoon
	ladle	teaspoon
	salad fork	tines

"Another item used to set a table is **flatware,**" said Mr. Davis. "Flatware is sometimes called **silverware** or silver. It is another name for all knives, forks, and spoons used on the table."

Jim Nelson and the other shop students looked at each piece of flatware that Mr. Davis showed them.

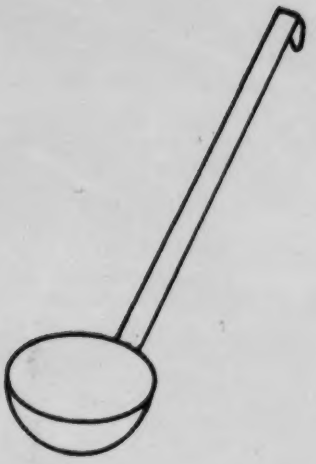
Look at them yourself below:

knife

dinner fork

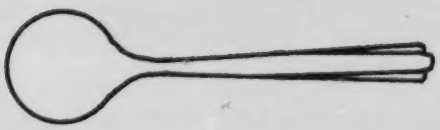
teaspoon

tablespoon or serving spoon



ladle

salad fork or dessert fork



soup spoon

"The **dinner fork** is used to eat the main part of a meal," explained Mr. Davis. "It has longer **tines** than the salad or dessert fork. The tines are the prongs that we stick into the food to pick it up from the plate.

"Another piece of flatware is called a **ladle,**" Mr. Davis continued. "It is used to serve soup. A ladle is usually used in the kitchen. It is not placed on the table with the other pieces of flatware."

"Now that we know the names of the flatware pieces, we are now ready to set the table."

* * * * * * * * *

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that statement.

1. _____ Jim Nelson learned the names of the different pieces of flatware.

2. _____ Jim Nelson learned how to set a table correctly.

3. _____ Jim Nelson learned how to serve soup.

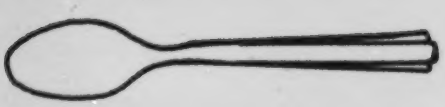
II. **What Is Its Name?**

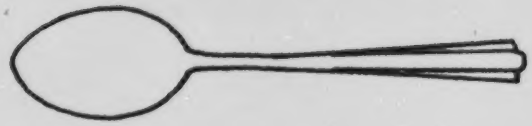
Directions: Below are pictured different pieces of flatware. Write the names of each on the lines given using the word list.

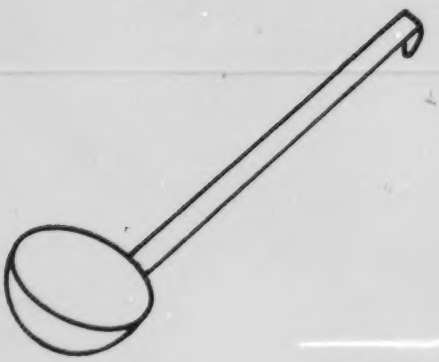
Word List

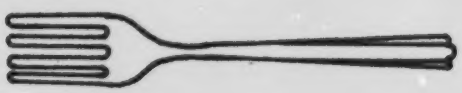
dessert or salad fork	dinner fork	knife
ladle	soup spoon	tablespoon or serving spoon
teaspoon		

_____ _____









III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. A ladle is used to serve soup.

_____2. A soup spoon is used for eating salad.

_____3. Another name for flatware is silverware.

_____4. A tablespoon is sometimes called a serving spoon.

_____5. A teaspoon is larger than a tablespoon.

_____6. A dinner fork is used to eat the main meal.

_____7. A dessert fork can also be used to eat salad.

_____8. A salad fork is larger than a dessert fork.

IV. **Sentences to Complete**

Directions: Look at the sentences below. Some words have been left out. Fill in each blank with the correct word(s) from the list.

Word List

dinner fork	ladle
flatware	soup spoon
knife	tablespoon
	teaspoon

1. A spoon which is smaller than a tablespoon is a _____.

2. We use a _____ _____ to eat soup.

3. A serving spoon is also called a _____.

4. A _____ is used for cutting food.

5. We use a _____ for eating the main meal.

6. A _____ is used for serving soup.

7. _____ is a name for all the knives, forks, and spoons used on the table.

V. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. _____ a _____ l _____

2. k ____ i ____ e

3. _____ a _____ l ____ s ____ o ____ n

4. d ____ n ____ e ____ ____ o r _____

5. s ____ l _____ _____ f _____ ____ k

6. _____ l ____ t _____ a _____ e

7. t ____ n _____ s

8. s ____ ____ p _____ _____ o o n

9. t ____ ____ s _____ o _____ n

10. s _____ l _____ e ____ w ____ _____ _____

VI. Word–Find Puzzle

Directions: Find the following words in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant.

Words to Find in Puzzle

dessert fork	serving spoon
dinner fork	silverware
flatware	soup spoon
knife	tablespoon
ladle	teaspoon
salad fork	tines

S A L A D F O R K D R I C O T L
D E S S E R T F O R K F T A A Y
A T R U B S X R J N P Z Z U B N
F E S V C L K H O X V D K T L K
L A N D I N N E R F O R K C E V
A S O T I N E S L O Y T A G S O
T P C F H E G R S C O U L E P E
W O E D E C C S O U P S P O O N
A O I C N Y L O P E I D A N O F
R N L A D L E X J O X B Y T N K
E J D Q U I N V E E O N D Q U P
S I L V E R W A R E W N Y I N E
A C N U T A P A L P L E A T E C
S U E T C I D W N O V T A N D T

FOR EXTRA CREDIT: Find other words in the puzzle. Circle them and add them to the list above.

HOW A TABLE IS SET

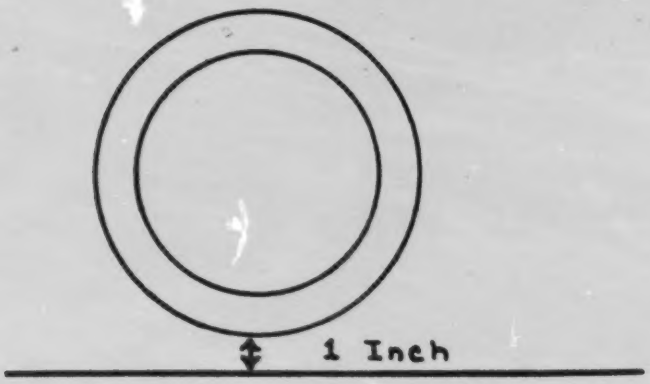
KEY WORDS

blade
bowl
inch
napkin
toward

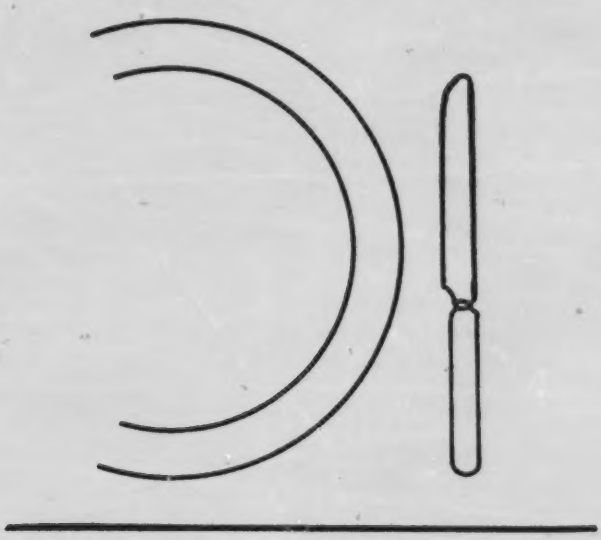
Jim and the other Food Service students knew about dishes, glassware, and flatware. Now they were ready to learn how to set a table.

Mr. Davis showed his students how it was done.

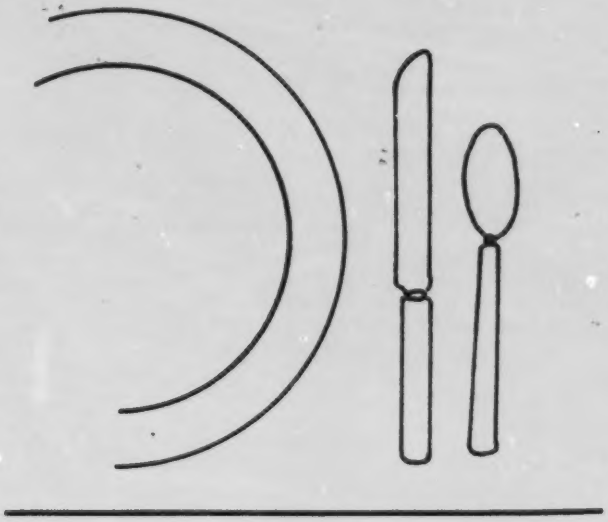
"Each place setting should look the same for one meal," he said, "and each must be neat. The dinner plate is placed one inch from the edge of the table."



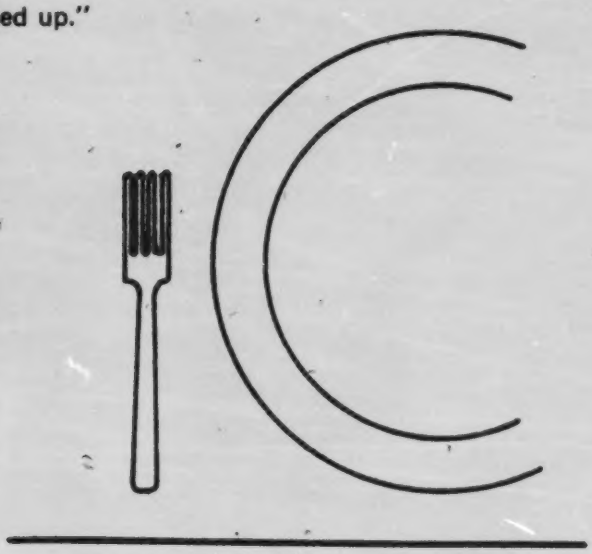
"The knife is placed to the right of the dinner plate," he continued. "The sharp edge of the knife's blade is placed toward the plate. You should always lay the knife one inch from the table's edge."



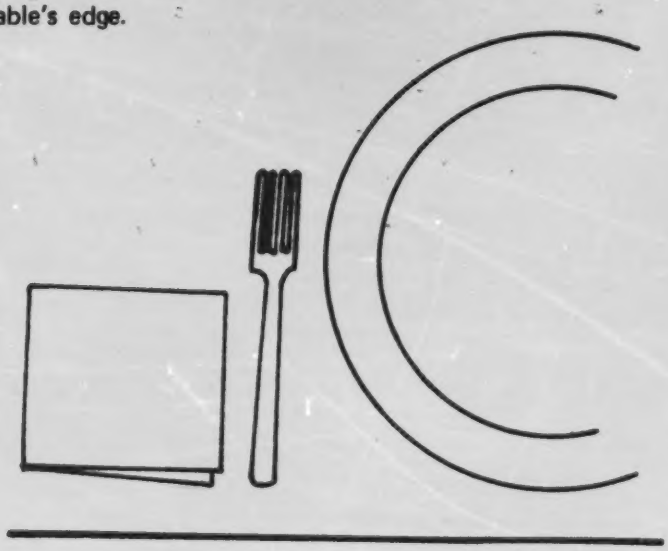
"The teaspoon is placed to the right of the knife. It should be one inch from the edge of the table."



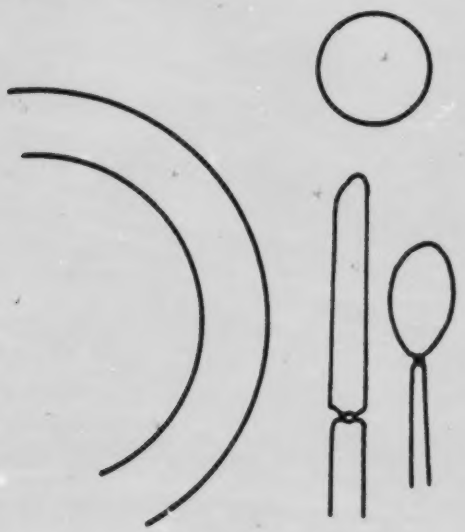
"The fork is put to the left of the dinner plate. It should be one inch from the edge of the table. Make sure the tines of the fork are turned up."



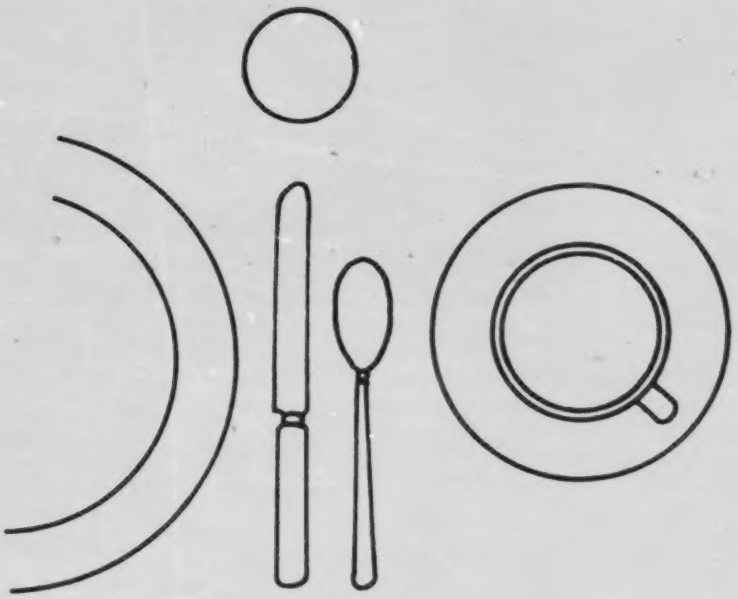
"The napkin is placed to the left of the fork. The open corner of the napkin should be placed at the lower right, about one inch from the table's edge.



"The water or milk glass goes at the top of the knife. There should be a one inch space between the tip of the knife and the glass."



"The cup and saucer is put to the right of the teaspoon. The cup should be even with the bowl of the spoon. The handle of the cup should be turned a little toward the bottom edge of the table."



After Mr. Davis showed his students how to set a table, they practiced doing it themselves.

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Jim Nelson and the other Food Service students learned how to use a knife.

_____2. Mr. Davis explained how to fold a napkin.

_____3. Jim Nelson and his classmates learned how to set a table correctly.

II. **Word Meaning Matching**

Directions: Using the glossary below, match the words in column A with those that go with them in column B. Write the correct letter from column B on the lines in column A.

Glossary

blade – the part of a knife that cuts the food

bowl – the round part of a spoon that holds the food

inch – a unit of length

napkin – a piece of cloth or paper you use to keep your mouth clean while eating

toward – near or facing something

Column A	Column B
_____1. inch	a. spoon
_____2. blade	b. facing
_____3. napkin	c. cloth or paper
_____4. bowl	d. ruler
_____5. toward	e. knife

III. **True or False**

Directions: Tell whether the following statements are true or false. Label each either T or F.

_____1. Each place setting should look the same.

_____2. The knife is placed to the left of the dinner plate.

_____3. The dinner plate should be placed one inch from the edge of the table.

_____4. The water or milk glass goes at the top of the knife.

_____5. The napkin is placed to the right of the fork.

_____6. The teaspoon is placed to the right of the knife.

_____7. The cup and saucer goes to the right of the fork.

_____8. The fork is placed to the right of the dinner plate.

_____9. The blade of the knife should be placed toward the spoon.

_____10. All of the flatware in a place setting should be one inch away from the table's edge.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word(s) from the list.

Word List

blade	inch	toward
bowl	napkin	

1. The _____ of the teaspoon is the round part which holds the food.

2. The _____ goes to the left of the fork.

3. The _____ of the knife is placed _____ the plate.

4. The plate should be placed about one _____ from the edge of the table.

V. Find the Missing Letters

Directions: Fill in the missing letters in the following words from the story.

1. _____ a _____ k _____ n

2. t _____ w _____ r _____

3. b _____ _____ l

4. _____ l _____ _____ e

5. i _____ c _____

VI. **Word–Find Puzzle**

Directions: Find the following words in this puzzle. Draw a circle around each word. They may be going across, down, or on a slant.

Words to Find in Puzzle

blade	napkin	toward
bowl	inch	

B M A K E R E R A S B E P U
Z L Z L E O C C U O P A T I
O N A C A K E J W U N L Y O
L H O D S T B L R O C K T O
N K G S E L A N T A R O T U
N D N A P K I N F A R R O E
F O O D S M N E A T U P W E
W V R A T E C F I S H I A O
H E A D E E H P U B L S R W
I R O G C T H E R R I D D N
S E N I O R V I C E P R E S
J A M Z E O M C P T B A R K
W L I M E S M N A S K A L I

FOR EXTRA CREDIT: Find other words in the puzzle. Add them to the list.

KITCHEN WORK

KEY WORDS:	cook
	portion
	tools

"The kitchen is where we prepare the food," Mr. Davis told his class. "It is here that food is made ready for people to eat."

"The food service worker helps the **cook** prepare the food. The **cook** is the person in the kitchen who prepares the meats, vegetables, and other foods. The food service worker puts food on dishes. To put food on dishes for serving in the dining room is to **portion** food."

"There are many different kinds of foods," continued Mr. Davis. "Each food is portioned in a certain way. You will learn what **tools** and dishes we use to portion food."

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Mr. Davis told his students what work is done in the kitchen.

_____2. Mr. Davis named all the tools used for portioning.

_____3. Jim Nelson learned how to cook a portion of food.

II. **Getting the Meaning from the Context**

Directions: Read each sentence carefully. Pay close attention to the dark word. There are three meanings after each sentence. Put an X next to the best meaning for the dark word.

1. Jim Nelson would help the **cook** prepare food in the kitchen.

_____a. an oven

_____b. the person who prepares all meats, vegetables, and other foods

_____c. a person who waits on tables

2. He would learn how to **portion** different kinds of food.

_____a. to divide food into parts and put them on dishes.

_____b. to wrap

_____c. to bake

3. Jim would learn what **tools** to use to prepare food.

_____a. skills

_____b. temperature

_____c. things you use to do a certain job

III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____ 1. Food is served in the kitchen.

_____ 2. A cook is a kitchen tool.

_____ 3. Food service workers help cooks prepare food.

_____ 4. Food service workers portion food.

_____ 5. Food is prepared in the kitchen.

_____ 6. Tools are not used to portion food.

IV. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

cook

portion

tools

1. We use all kinds of _____ in the kitchen.

2. One of the jobs of a food service worker is to _____ food.

3. A food service worker helps the _____ prepare food.

V. **Fill in the Missing Letters**

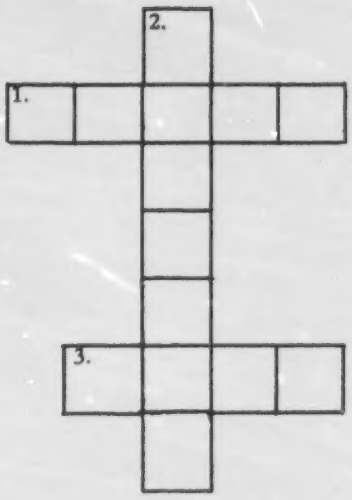
Directions: Fill in the missing letters in the following words from the story.

1. _____ o _____ k

2. t _____ _____ l _____

3. p _____ _____ t _____ _____ n

VI. **Crossword Puzzle**



ACROSS

1. things used to do a certain job

3. the person who prepares food in the kitchen

DOWN

2. to divide into parts and put into dishes

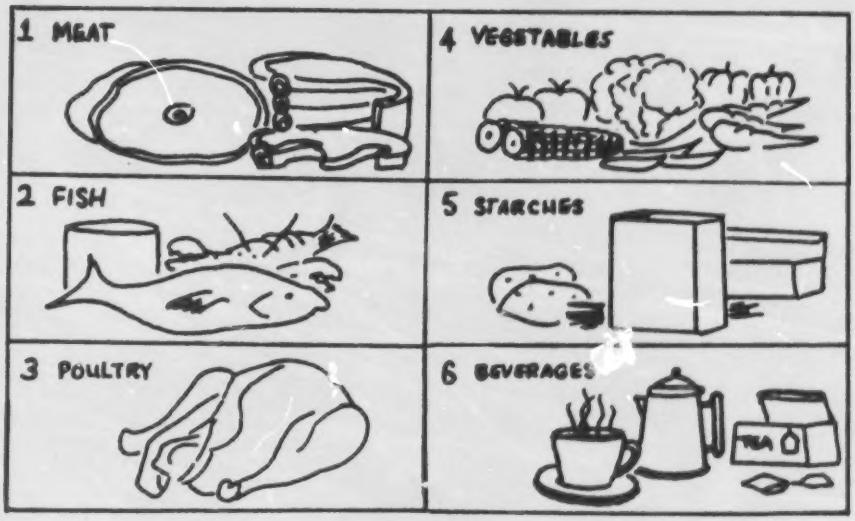
KINDS OF FOODS

KEY WORDS:	beverages	poultry
	cereal	refrigerator
	fish	salads
	freezer	sandwiches
	fruit	starches
	heat	temperature
	meat	vegetables

"In food services we work with two kinds of food," said Mr. Davis to his students. "One is hot food. The other is cold food."

"The food service worker helps the cook prepare hot food. The food service worker portions hot food and then serves it to people."

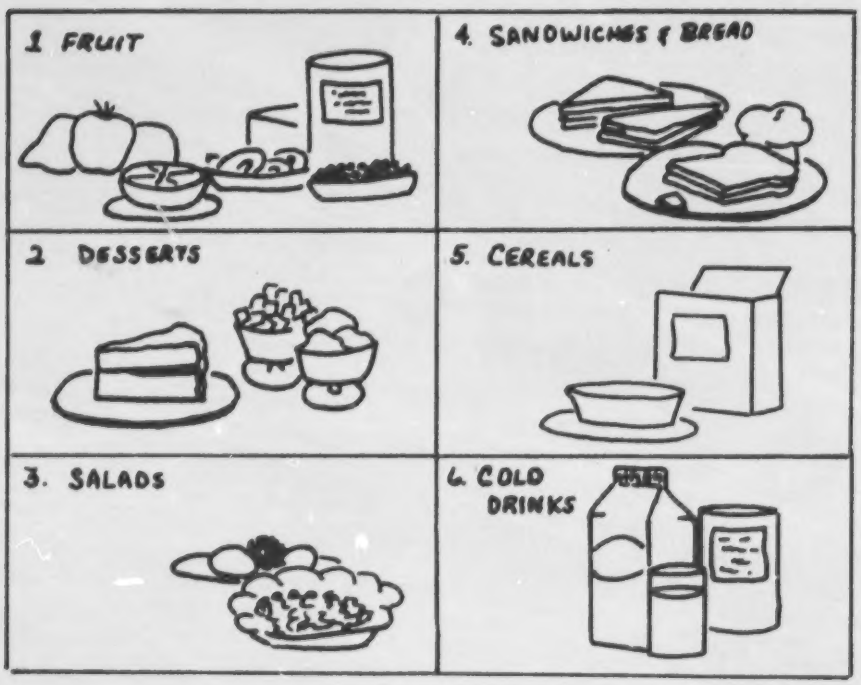
"Some examples of hot food are:"



"Hot foods must be kept in places where they will stay warm," continued Mr. Davis. "They should be served hot."

"Cold foods are prepared by either the cook or the food service worker. Cold foods do not need to be heated. Some cold foods need to be put in a refrigerator or freezer to keep them fresh. Other cold foods can be kept at room temperature."

"Some examples of cold food are:"



* * * * * * * * *

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Jim Nelson learned how to freeze foods.

_____2. Jim Nelson helped the cook prepare a meal.

_____3. Mr. Davis talked about hot and cold foods.

II. **Word Meaning Matching**

Directions: Read the glossary below. Use it to match the words in column A with those that go with them in column B. Write the correct letter from column B on the blank lines in column A.

Glossary

beverage – something to drink like milk, coffee, or tea

cereal – a food made from grains like corn flakes, oatmeal, or shredded wheat

freezer – a box that keeps food so cold that the food becomes hard

poultry – foods like chicken, turkey or duck

refrigerator – a box that keeps cold foods cold

starches – foods like potatoes or rice

temperature – how hot or cold something is

Column A	Column B
_____1. freezer	a. chicken
_____2. temperature	b. coffee
_____3. starches	c. ice cubes
_____4. beverage	d. hot or cold
_____5. cereal	e. keeps food cold
_____6. poultry	f. rice
_____7. refrigerator	g. bran flakes

III. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. Hot foods are kept in the refrigerator.

_____2. The food service worker helps the cook prepare hot food.

_____3. Some cold foods can be kept at room temperature.

_____4. Cold foods always need to be heated.

_____5. A salad is a hot food.

_____6. Potatoes and noodles are starches.

_____7. Milk is a beverage.

_____8. Ice cream is kept in a freezer.

_____9. Cold foods are prepared only by the cook.

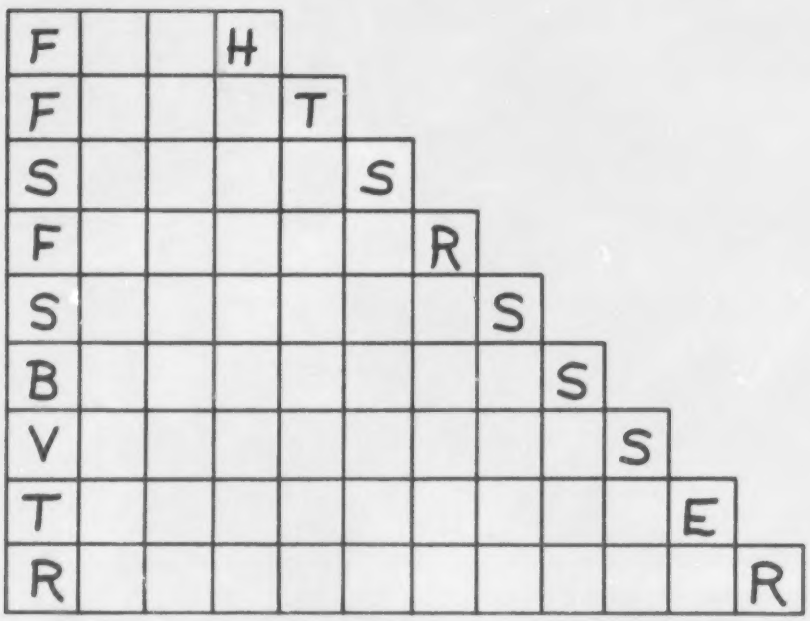
_____10. The food service worker portions hot food and serves it to people.

IV. **Spelling Stairway**

Directions: Fill in the missing letters in the boxes below to complete the words going across. The words you need are listed below.

Word List

freezer	beverages	fruit
salads	temperature	fish
refrigerator	starches	vegetables



V. **Sentences to Complete**

Directions: Below are some sentences. Some words have been left out. Fill in each blank with the correct word(s) from the list.

Word List

beverages
freezer
poultry
refrigerator
starches
temperature

1. Cold foods are kept fresh by putting them in either a _____ or a _____.

2. Coffee, tea, and milk are _____.

3. Some cold foods can be kept at room _____.

4. Chicken and turkey are two kinds of _____.

5. Mashed potatoes and rice are two kinds of _____.

VI. **Word–Find Puzzle**

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down or on a slant.

Words to Find in Puzzle

beverages
cereal
fish
freezer
fruit
heat
meat
poultry
refrigerator
salads
sandwiches
starches
temperature
vegetables

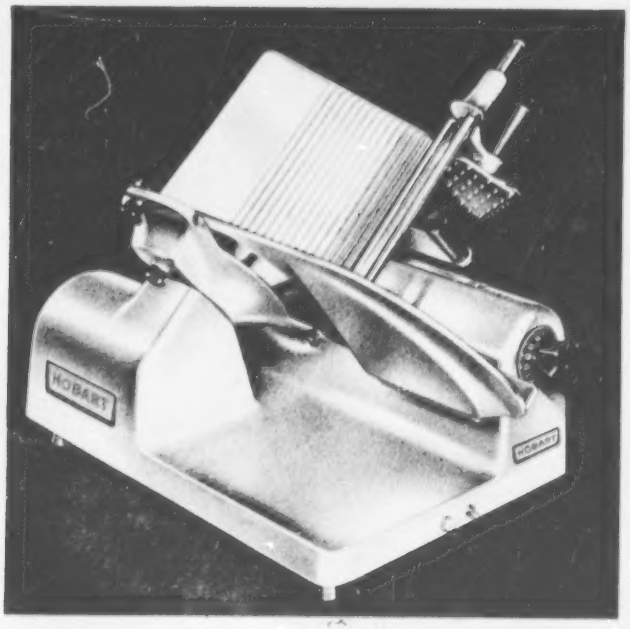
A F R E E Z E R C C E N B S T
U A M T I N S I D I O E U A S
A B S E O L U T E L V W I N S
E S A L A D S U N E E C O D M
M O C N D T E V R I G H C W E
C O P E Y W R A I G E H T I D
U R E F R I G E R A T O R C N
D E I R M E I N T Y A O U H R
C S A L S O A U F S B N E E S
H W E H O L D L R T L H E S E
T E M P E R A T U R E C O N S
R U T H S T O B I E S T N C O
T A T U P O U L T R Y I A E W
S T A R C H E S E R A T S K Z

LARGE KITCHEN EQUIPMENT

KEY WORDS:	coleslaw
	equipment
	food chopper
	food slicer

"When we work in the kitchen we need to use special machines and tools," Mr. Davis told his students. "**Equipment** is the machines and tools we use to do different jobs."

"Some of the larger pieces of equipment make our work easier to do. The **food slicer** is used to cut meat, cheese, and other foods into slices. These slices can be used for making sandwiches. The food slicer has a very sharp, round blade, This does the cutting. It can make thin slices or thick ones."

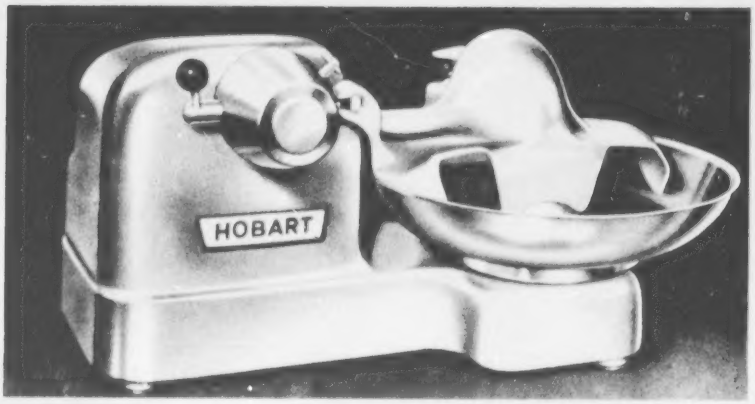


Courtesy of Hobart Mfg. Co.

80

"Another large machine is the **mixer**," continued Mr. Davis. "The mixer is used for mixing, beating, and whipping food. We use the mixer to make whipped cream. The mixer has three parts: mixing bowls, beaters, and the machine."

"When we need to cut food into small pieces, we use a **food chopper**," said Mr. Davis. "The food chopper is used to prepare **coleslaw** and fillings for sandwiches. The food chopper has three parts: a bowl, very sharp knives, and the machine."



Jim Nelson and the other Food Service students would learn how to use these machines correctly. They would also learn how to clean them.

* * * * * * * * * * *

I. Getting the Main Idea

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

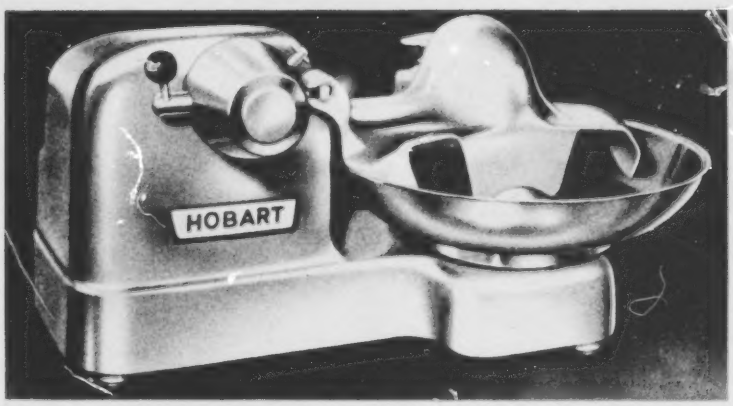
_____1. Jim Nelson learned how to prepare whipped cream.

_____2. Mr. Davis talked to his students about three pieces of large equipment.

_____3. Jim and the other shop students cleaned machines.

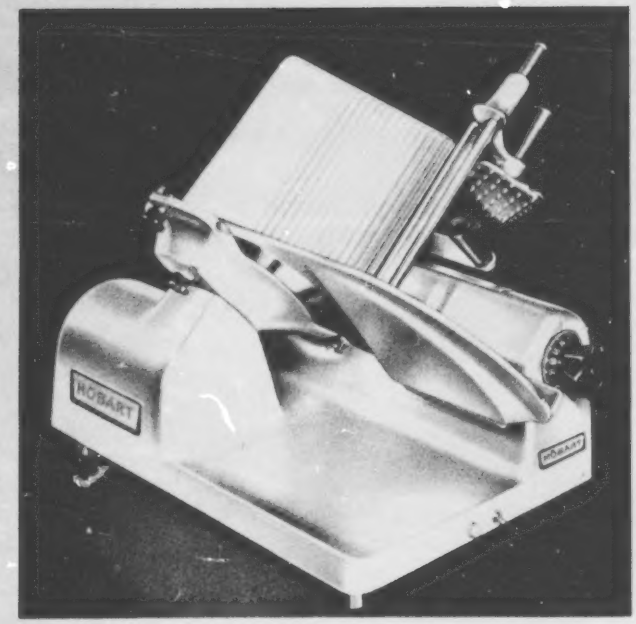
II. What Is Its Name?

Directions: Below are pictured some pieces of equipment found in the kitchen. Write the name of each on the lines given.



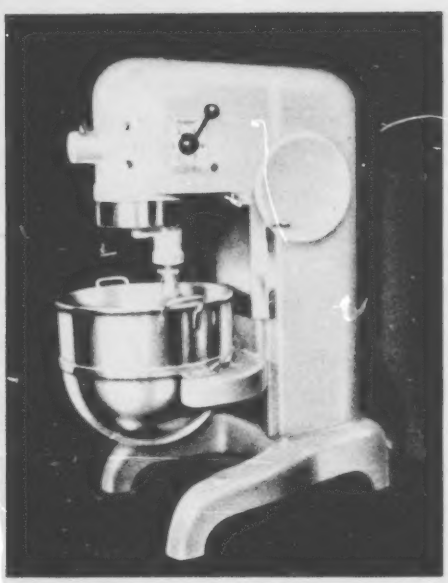
1._____

_____



2. _____

_____



3. _____

III. **Sentences to Complete**

Directions: Here are some sentences. Some words have been left out. Fill in each blank with the correct word from the list.

Word List

coleslaw	equipment	food chopper
food slicer	mixer	

1. Tools and machines used in the kitchen are called _____.

2. We use a _____ to make whipped cream.

3. When we make _____ we use a _____ _____.

4. A _____ _____ slices meat and cheese for sandwiches.

IV. **True or False**

Directions: Tell whether the following statements are true or false. Label either T or F.

_____1. Large equipment makes kitchen work harder.

_____2. The mixer has a very sharp, round blade.

_____3. We use a mixer for making ice cream.

_____4. A food chopper comes in handy for making coleslaw.

_____5. The food chopper has very sharp knives.

_____6. We can use a food slicer to cut cheese into slices.

_____7. The food chopper has two beaters.

_____8. The food slicer can only make thick slices.

V. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words from the story.

1. _____ i _____ _____ r

2. f _____ _____ d _____ _____ op _____ e _____

3. e _____ _____ i _____ m _____ _____ _____

4. c _____ _____ _____ s _____ aw

5. _____ o _____ d _____ _____ i _____ er

VI. **Word–Find Puzzle**

Directions: Find the following words in the puzzle. Draw a circle around each. They may be going across, down, or on a slant.

Words to Find in Puzzle

coleslaw	equipment	food chopper
food slicer	mixer	

W N E F L R A E D U R D O
A B C A C E T A M T U N C
N F O O D S L I C E R C A
T O V I L I X S A J E T I
C O R E W E O C I D E N C
T D A L R I S N S U T E R
W C I L A S A L A S M I L
S H A N I I S S A E D T C
T O A N B I H M E W E S L
K P N E D W I S H O U J I
Q P O U K Y N O W Y O U W
U E Q U I P M E N T A N T
I R T O A E S I T E M K M
T W O R D S T O F I N D I

FOR EXTRA CREDIT: Find other words in the puzzle. Add them to the list above.

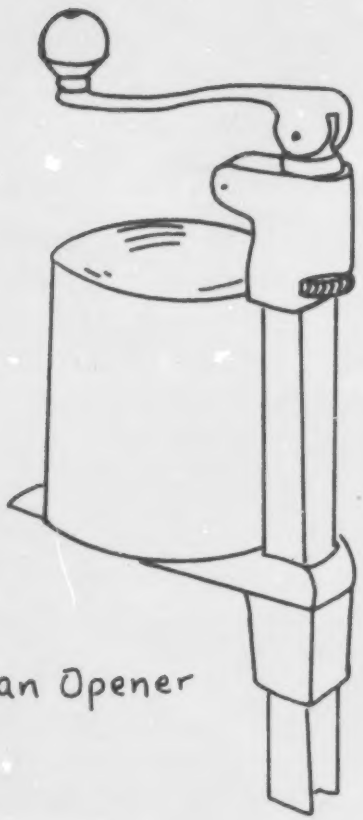
SMALL KITCHEN EQUIPMENT

"Most of the equipment we use in the kitchen are small tools," explained Mr. Davis. "Some tools hang above the cook's table. Others are in the drawers of the cook's table."

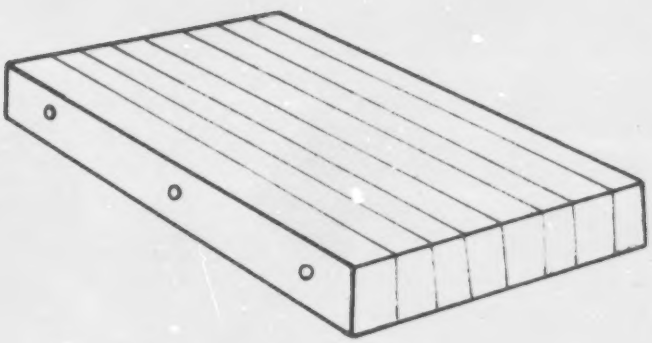
Mr. Davis showed his students some of the tools that were often used in the shop.

"We will learn what each tool is used for and how to use it. For now I want you to learn just the name of each tool."

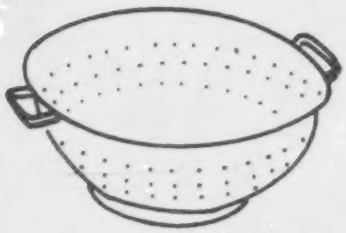
The tools that Mr. Davis showed his students are pictured below:



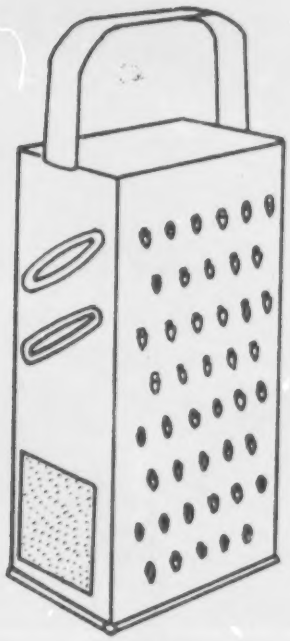
Can Opener



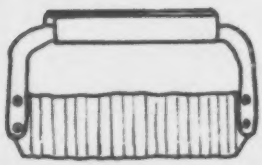
Cutting Board



Colander

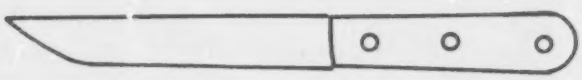


Grater

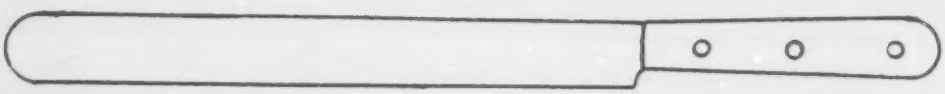


Garnisher

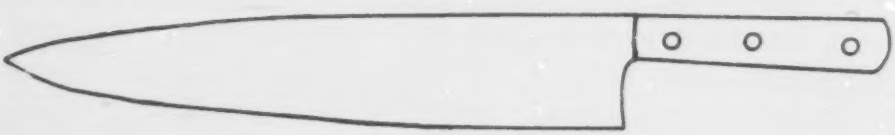
Knives



Paring

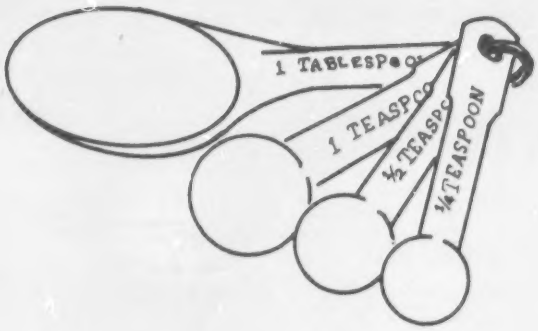


Slicer

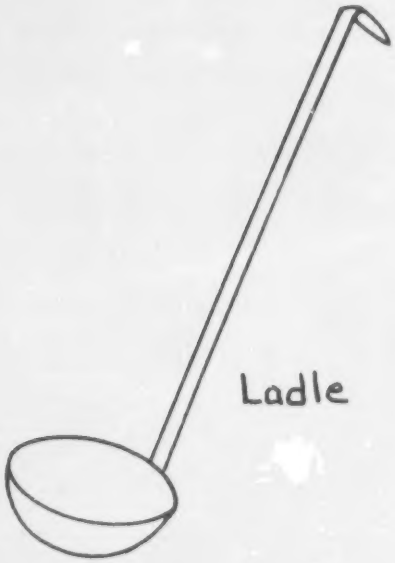


Utility

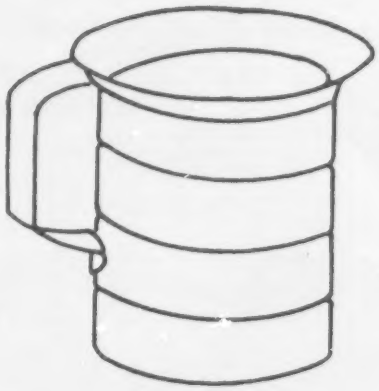
Measuring Cups



Measuring Spoons

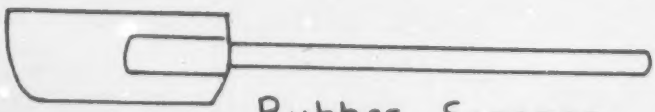


Ladle

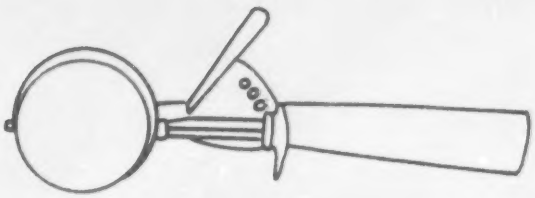


Measure

Peeler



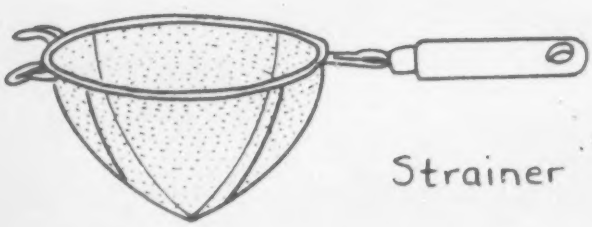
Rubber Scraper



Scoop

Skimmer

Spatula



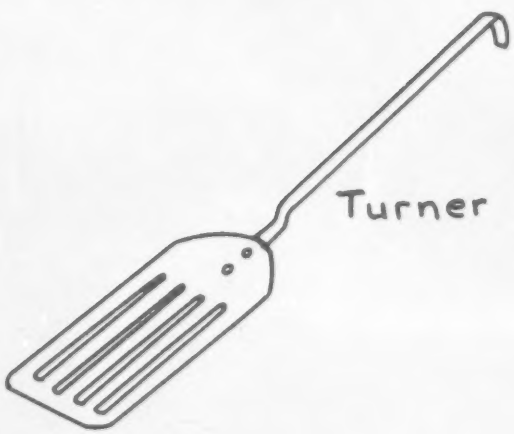
Strainer

Spoons

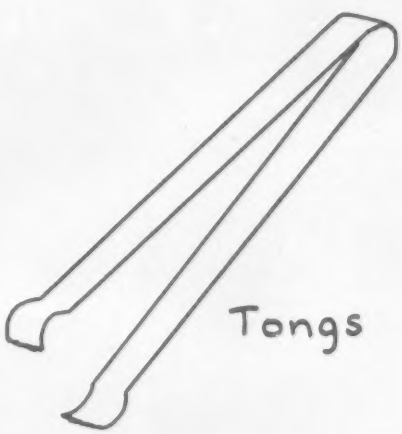
Pierced

Slotted

Solid

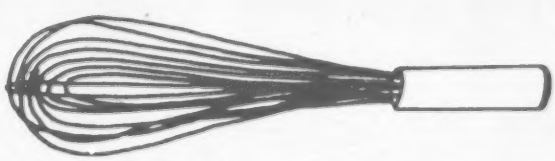


Turner



Tongs

Vegetable Brush



Wire Whip

I. **Getting the Main Idea**

Directions: Below are three sentences. One of them tells the main idea of what you just read. Put an X next to that sentence.

_____1. Mr. Davis kept kitchen tools in a drawer.

_____2. Mr. Davis went over the names of small kitchen equipment.

_____3. The students learned how to use some of the kitchen equipment.

II. **Spelling Drill**

Directions: Listed below are some of the words from the story. Write each word twice on the lines given.

1. colander _____

_____

2. grater _____

_____

3. knives _____

_____

4. ladle _____

_____

5. measure _____

_____

6. peeler _____

_____

7. scoop _____

_____

8. skimmer _____

_____

9. spatula _____

_____

10. strainer _____

_____

11. turner _____

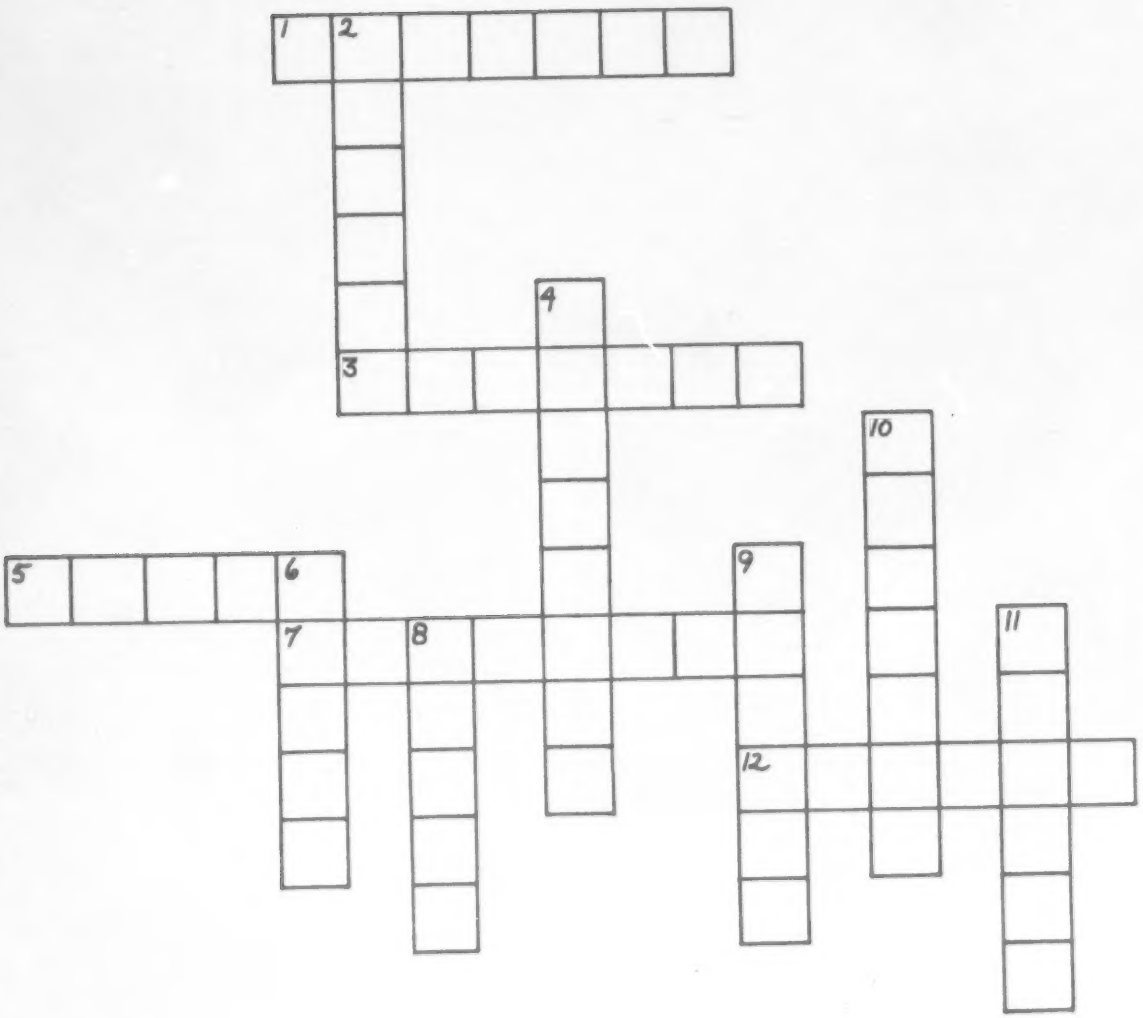
_____

12. tongs _____

_____

III. **Crossword Puzzle**

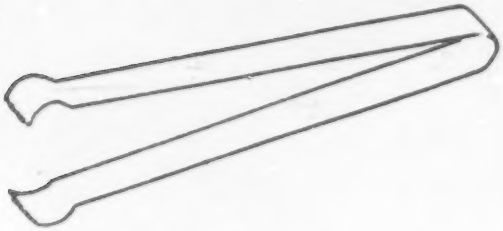
Directions: Identify each picture. Write the correct name in the boxes given in the puzzle. The pictures are on the next few pages.

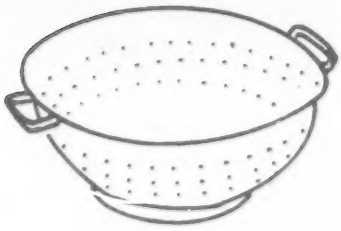


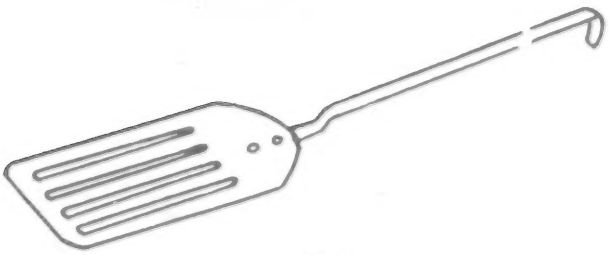
ACROSS

1.

3.

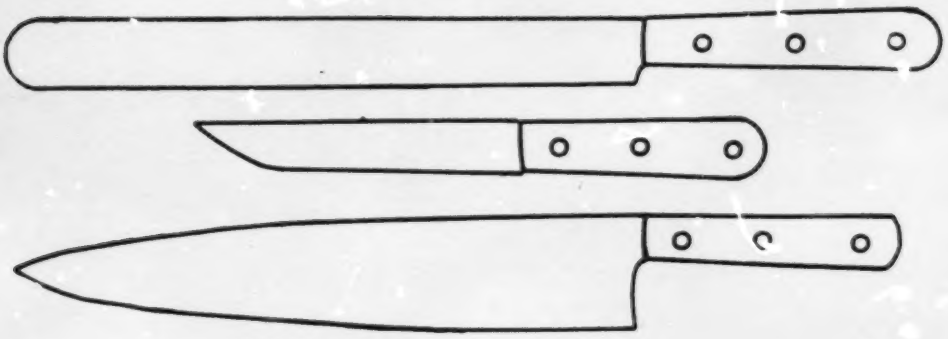
5. 

7. 

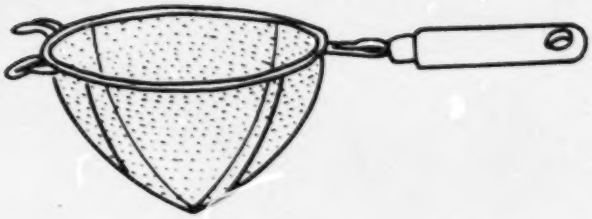
12. 

DOWN

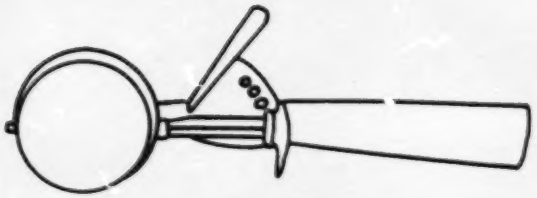
2.



4.



6.



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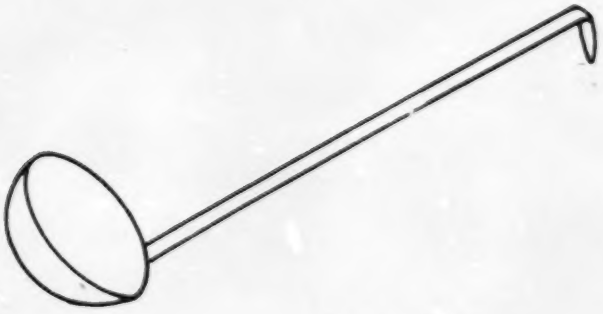
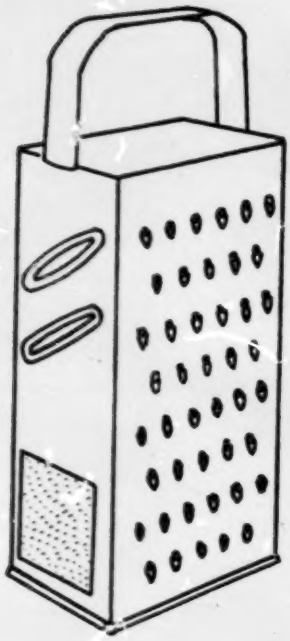
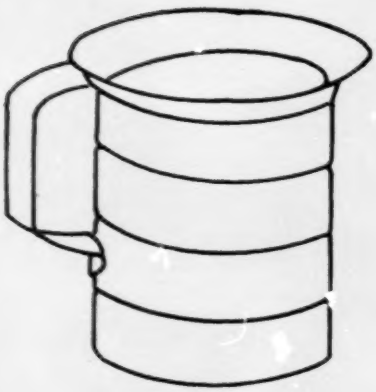


DOWN

9.



10.



11.

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IV. **Find the Missing Letters**

Directions: Fill in the missing letters in the following words that we have been learning.

1. c ____ tt ____ ____ ____ ____ o ____ rd
2. w ____ r ____ w ____ i ____
3. t ____ ____ ____ s
4. c ____ n ____ p ____ n ____ ____
5. g ____ r ____ i ____ ____ er
6. p ____ ____ l ____ ____
7. ____ ____ at ____ la
8. l ____ ____ le
9. m ____ ____ s ____ r ____
10. ____ ____ r ____ i ____ er